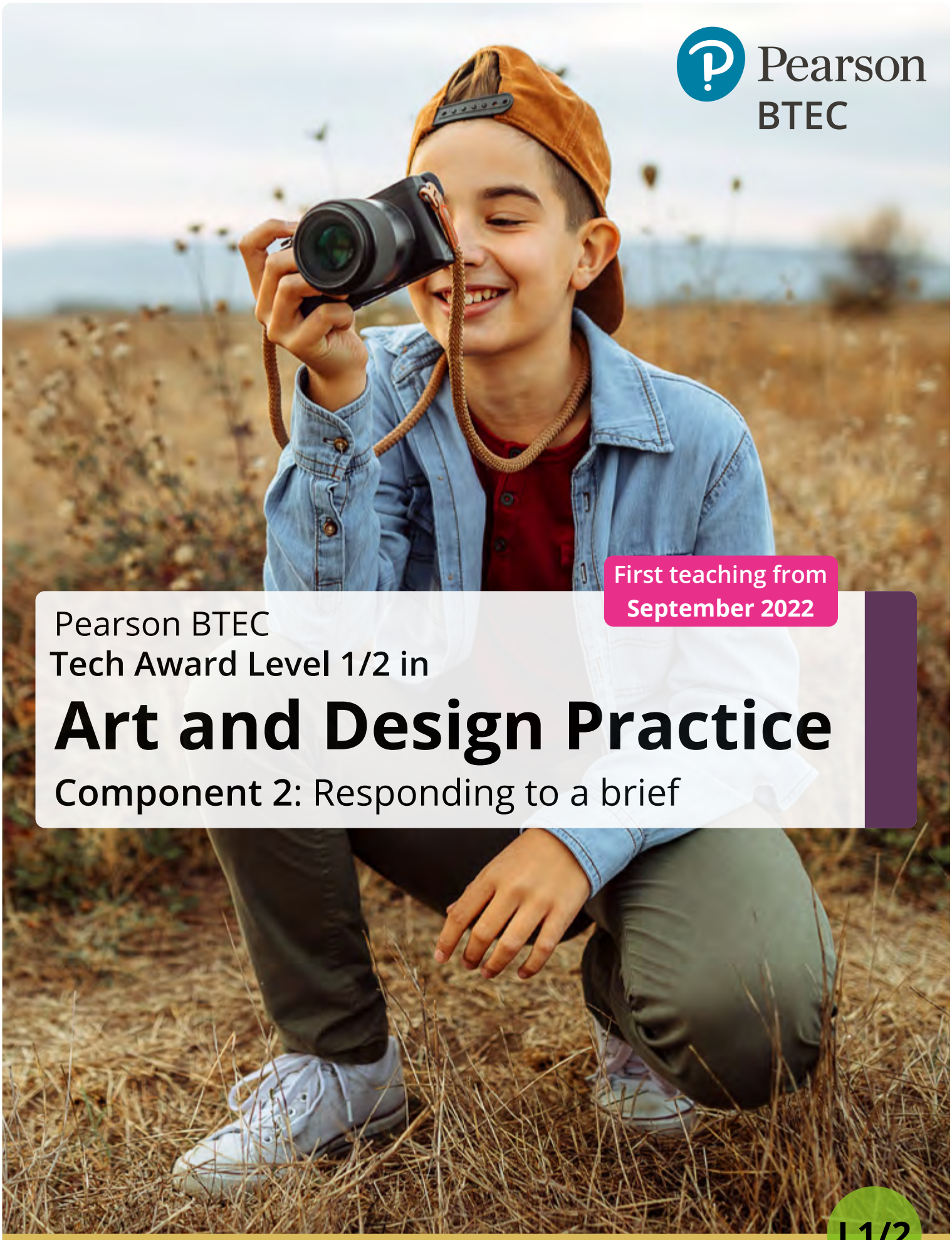

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Art and Design Practice

Component 2: Responding to a brief

L1/2

Sample Assessment Materials

First teaching from September 2022

Issue 1

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Contents

Task (Part S) **1**

Sample mark grid **15**

Pearson BTEC Level 1/Level 2 Tech Award

Sample assessment material for first teaching September 2022

Supervised hours 20 hours

Paper reference XXXXX/XX

Art and Design Practice

COMPONENT 2: Responding to a Brief

You do not need any other materials.

Instructions

- The total mark for this paper is 60.
- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet must be kept securely until the start of the 12-week assessment period timetabled by Pearson, when it will be given to learners for them to start their preparation for Activity 1.

Turn over ▶

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Pearson

Instructions to teachers/tutors and/or invigilators

This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series. This booklet must be kept securely until the start of the 12-week supervised assessment period timetabled by Pearson. The set task must be completed during the 12-week assessment period timetabled by Pearson.

All activities must be completed in the order in which they appear in the booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the **Instructions for Conducting External Assessments (ICEA)** document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Preparation time: It is recommended that learners spend some time preparing for Activity 1, the project development. During this time, teachers/tutors should instruct learners to:

- compare the different briefs and consider ideas for each
- make a list of materials and stages for preferred briefs
- investigate relevant resources.

Activity 1: Project development a minimum of 8 hours of medium control assessment.

For Activity 1, learners will spend at least 8 hours on project development. Learners must work independently. These sessions will be informally supervised. The informally supervised time can be in more than one session. This time should be spent on development that includes:

- exploring ideas, materials, techniques and processes
- reviewing progress
- recording development through images and annotation and saving these for Activity 4.

During the project development period, learners **must not**:

- write the development review
- make their final response
- make pages for the portfolio.

Teachers/tutors should note:

- Learners will have access to work from previous activities. However, as each activity is completed, work cannot be added to or updated.
- Teachers/tutors must informally supervise at least 8 hours of the work being produced in order to authenticate that the work produced is the learner's own.
- All work must be completed independently by the learner.
- During informal supervision, teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers must not give feedback about work in progress or suggest how work might be improved or developed.
- Access to the internet during this informally supervised activity is permitted.
- At the end of the informally supervised sessions, all materials produced by learners must be kept securely and no items may be removed by the learner.

Activity 2: Development review 1 hour 30 minutes of formal supervision.

Learners must complete Activity 2 using the development review template provided.

Teachers/tutors should note:

- Learners will have access to work from Activity 1. However, as this activity is completed, work cannot be added to or updated.
- All work must be completed independently by the learner.
- Teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers must not give feedback about work in progress or suggest how work might be improved or developed.
- Learners are not permitted to have access to the internet during this supervised activity.
- At the end of the 1 hour 30 minutes, the individual learner's development review must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder for submission.
- A copy of this development review must be given to learners for Activities 3 and 4, which cannot be added to or updated.

Activity 3: Final response 8 hours of formal supervision.

Learners must spend a maximum of 8 hours under supervised conditions creating the final response.

This time should be spent on:

- making the final response
- recording the final response and the making of the final response, saving images for Activity 4.

During this activity, learners **must not**:

- make pages for the portfolio.

Teachers/tutors should note:

- The 8 hours of formal supervision may take place over multiple sessions.
- Learners will have access to work from previous activities. However, as each activity is completed, work cannot be added to or updated.
- Only permitted materials for the activities can be brought into the formally supervised sessions.
- All work must be completed independently by the learner.
- During formal supervision, teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers must not give feedback about work in progress or suggest how work might be improved or developed.
- Learners are not permitted to have access to the internet during this supervised activity.
- During any permitted break and at the end of formally supervised sessions, all materials produced by learners must be kept securely and no items may be removed by the learner.

Activity 4: Portfolio 2 hours 30 minutes of formal supervision.

Learners should produce a 6–8-page A3 digital portfolio including annotation, saved as a PDF.

Annotation can be arranged in any way throughout the 6–8-page portfolio.

Where appropriate to the learner and the nature of the work produced, portfolios may be produced in hard copy and then converted through scanning or photographing to a digital format for saving as PDFs. This process does not affect the assessment and does not need to be carried out by the learner. However, it should be noted that the structure, layout, organisation and style of the portfolio appropriate for the brief are assessed and must be the independent work of the learner.

Teachers/tutors should note:

- Only permitted materials for the activities can be brought into the formally supervised sessions.
- During each activity, learners will have access to work from previous activities. However, as each activity is completed, work cannot be added to or updated.
- All work must be completed independently by the learner.
- During formal supervision, teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers must not give feedback about work in progress or suggest how work might be improved or developed.
- Learners are not permitted to have access to the internet during this supervised activity.
- During any permitted break and at the end of formal supervised sessions, all materials produced by learners must be kept securely and no items may be removed.
- At the end of the 2 hours 30 minutes, the portfolio must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder in preparation for the final submission.

Outcomes for submission

Three pieces of evidence must be submitted in a clearly labelled digital folder:

- Activities 1, 3 and 4: a 6–8-page A3 digital portfolio including annotation, saved as a PDF.
- Activity 2: a completed development review, saved as a PDF.
- A completed authentication sheet for each assessed learner confirming that all work was completed independently as part of the authentication submitted to Pearson.

Instructions for learners

Read the set task, activities and brief carefully.

You must plan your time and submit the required evidence at the end of the supervised periods. Your teacher/tutor will tell you the timing and conditions of the supervised periods.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task. You must work independently throughout the supervised assessment periods and must not share your work with other learners.

Preparation time: It is recommended that you spend some time preparing for Activity 1, the project development. During this time, you should:

- read the whole paper
- compare the different briefs and consider ideas for each
- make a list of materials and stages for preferred briefs
- investigate relevant resources.

This booklet contains assessment activities as follows:

Activity 1: Project development

A minimum of 8 hours of informal supervision to:

- develop work for the brief of your choice
- record development and save images for Activity 4.

Activity 2: Development review

1 hour 30 minutes of formal supervision to:

- write a development review
- save the development review as a PDF.

Activity 3: Final response

8 hours of formal supervision to:

- make the final response
- record the making of the final response and the final response itself and save images for Activity 4.

Activity 4: Portfolio

2 hours 30 minutes of formal supervision to:

- make the portfolio including annotation.

Outcomes for submission

You must submit three pieces of evidence in a clearly labelled digital folder:

- Activities 1, 3 and 4: a 6–8-page A3 digital portfolio including annotation, saved as a PDF.
- Activity 2: a completed development review, saved as a PDF.
- A completed authentication sheet.

Brief

Botanical Gardens is a beautifully landscaped park with expertly planted gardens and glass houses showcasing species of native and exotic plants, trees and flowers from around the world. *Botanical Gardens* is holding a special event to celebrate **Biomimicry**, to raise awareness of how nature inspires art and design.

Botanical Gardens would like to promote this event through a range of products and artwork targeting an audience of young people aged 14–18 years.

Artists and designers are being asked to produce a portfolio of work and a development review.

The final response must:

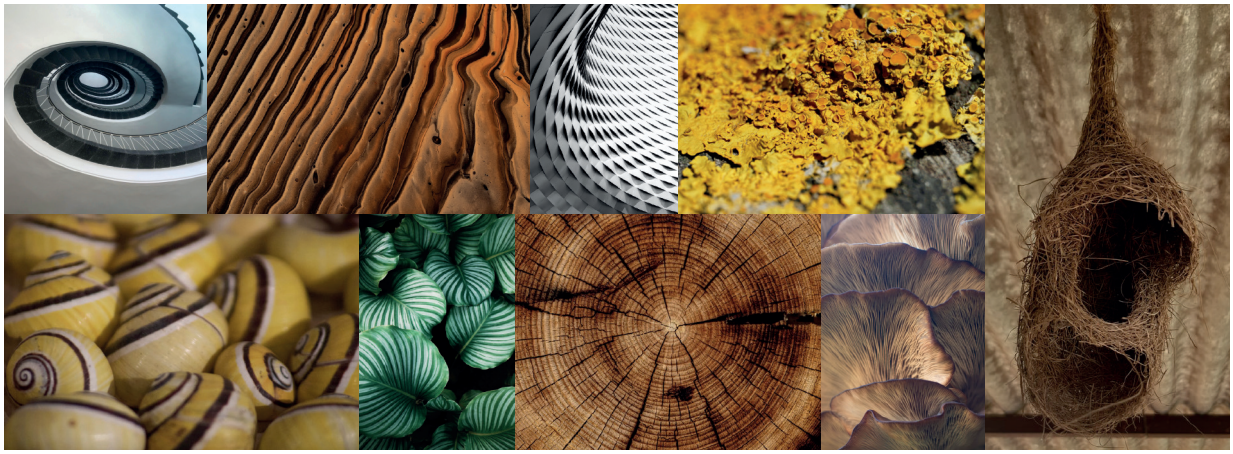
- use images or language appropriate for the audience
- show the influence of nature and **Biomimicry** in art and design
- present a positive and optimistic message.

Botanical Gardens requires **designs** for specific briefs.

Select **one** of the following briefs to respond to:

- A decorative or wearable accessory
- A page to promote the event on the *Botanical Gardens* website
- A poster or banner to promote the event in the park
- A textile to be used for clothing or display
- A piece of 2D or 3D art or design work to exhibit at the event
- A piece of decorative furniture
- A seating area or outdoor installation to feature in the park
- An illustration for use on the website.

The following images have been provided by *Botanical Gardens* to help illustrate the theme and suggest possible starting points. (Note: You do not need to include them in your response to the brief. You should base your response on your own investigation of **Biomimicry**.)



Set task

You must complete ALL activities within the set task.

Activity 1: Project development

This activity must be completed in a minimum of 8 hours of informal supervision.

For the project development you should:

- develop work: ideas generation, research, experiments, tests and refinement
- select and use appropriate materials and techniques for the brief
- review and manage the process: progress, intentions, materials, techniques, requirements of the brief.

You should also record the development process through:

- images, photographs and annotation of key points in the development of work at different stages
- evidence of review and management such as annotation, diagram, images, charts, documents.

During this period of project development, you **must not**:

- write the development review
- make the final response
- make pages of the portfolio.

You will be assessed on:

- the use of research and exploration
- the review and refinement of work
- the application of the development process.

(Total for Activity 1 = 18 marks)

Activity 2: Development review

This activity must be completed in 1½ hours of formal supervision.

You need to write your development review using the template provided.

You will be assessed on:

- your description of your ideas for the final response
- how you have used research and exploration to inform your ideas
- your consideration of the requirements of the brief.

Complete your development review and save your work as a PDF in preparation for the final submission in a clearly labelled digital folder.

Development review
(Write in the spaces provided. The spaces can be expanded for further writing)

Part 1: Describe your ideas for the final response.
(30 minutes approximately)

Part 2: How have your ideas been supported by research and exploration?
(30 minutes approximately)

Part 3: How will your final response meet the requirements of the brief?
(30 minutes approximately)

(Total for Activity 2 = 12 marks)

Activity 3: Final response

This activity must be completed in 8 hours of formal supervision over multiple sessions.

During this time you must:

- make a final response that builds on your development of work and development review
- record the process of the making of the final response and the final response itself
- save the images for Activity 4.

To help you complete this task you will need access to:

- an un-editable copy of your development review
- all your project development work from Activity 1.

During this period of project development, you **must not**:

- make pages of the portfolio.

You will be assessed on:

- how the final response meets the context and the requirements of the brief
- the use of practical art and design skills to produce a final response
- your interpretation of the brief.

(Total for Activity 3 = 18 marks)

Activity 4: Produce a portfolio

This activity must be completed in 2½ hours of formal supervision.

During this time you must:

- make a digital portfolio in response to the brief that must be 6–8 A3 pages with annotation, saved as a PDF.

The structure, layout, organisation and style of the portfolio should be appropriate for the brief.

Your portfolio should include:

5–6 pages of Activity 1	Evidence and/or images of: • research • exploration • review and refinement.
2–3 pages of Activity 3	Evidence and/or images of: • final response in development • final response • qualities and details • different angles of 3D work (where applicable).
Annotation	Annotation can be arranged in any way throughout the 6–8-page portfolio and can include: • titles or headings • clarification of details in the work • comments on materials, techniques and processes • explanation of key decisions taken in the development.

To help you complete this activity you will need access to:

- an un-editable copy of your development review
- all your project development work, records and final response from Activities 1 and 3.

You will be assessed on the following:

- visual and written communication of intentions, development and final response
- presentation through use of structure, layout, organisation and style.

You must submit:

- a digital portfolio of 6–8 A3 pages with annotation, saved as a PDF.

(Total for Activity 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE

Acknowledgements

Set task brief images @ starburst1977/pawel_czerwinski/rgaleria/eliseccv/pritamthorat/odamire/theforestbirds/renran/picsbyjameslee/Unsplash Photos

Component 2: Responding to a Brief

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically.
Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band.
- The mark awarded within the band will be decided based on the quality of the response in relation to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1: Project development

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	**1–4 marks**	**5–9 marks**	**10–14 marks**	**15–18 marks**
No rewardable material	• Limited use of research and exploration within development. • Limited review and refinement of work throughout, linked to the brief. • Limited application of the development process.	• Inconsistent use of research and exploration within development. • Generally appropriate review and refinement of work throughout, linked to the brief. • Generally appropriate approach to the development process applied.	• Competent use of research and exploration within development. • Competent review and refinement of work throughout, linked to the brief. • Competent approach to the development process applied.	• Confident use of research and exploration within development. • Confident review and refinement of work throughout, linked to the brief. • Effective approach to the development process applied.

Activity 2: Development review

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	**1–3 marks**	**4–6 marks**	**7–9 marks**	**10–12 marks**
No rewardable material	• Limited description of intentions for the final response. • Ideas for response are tentatively informed by research and exploration. • Limited consideration of the requirements of the brief.	• Basic description of intentions for final response. • Ideas for response are partially informed by research and exploration. • Basic consideration of the requirements of the brief.	• Competent description of intentions for final response. • Ideas for response are competently informed by research and exploration. • Competent consideration of the requirements of the brief.	• Detailed description of intentions for final response. • Ideas for response are effectively informed by research and exploration. • Effective consideration of the requirements of the brief.

Activity 3: Final response

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	**1–4 marks**	**5–9 marks**	**10–14 marks**	**15–18 marks**
No rewardable material	• The final response tentatively meets the context and the requirements of the brief. • Limited use of practical art and design skills to produce an underdeveloped final response. • The final response demonstrates a limited interpretation of the brief.	• The final response partially meets the context and the requirements of the brief. • Basic use of appropriate practical art and design skills to produce a partially developed final response. • The final response demonstrates a basic interpretation of the brief.	• The final response mostly meets the context and the requirements of the brief. • Competent use of appropriate practical art and design skills to produce an adequate final response. • The final response demonstrates a competent interpretation of the brief.	• The final response fully meets the context and the requirements of the brief. • Confident use of appropriate practical art and design skills to produce an effective response. • The final response demonstrates a thoughtful interpretation of the brief.

Activity 4: Portfolio

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
0 marks	**1–3 marks**	**4–6 marks**	**7–9 marks**	**10–12 marks**
No rewardable material	• Tentative visual and written communication of development and final response. • Presentation demonstrates limited use of structure, layout, organisation and style in response to the brief.	• Basic visual and written communication of development and final response. • Presentation demonstrates basic use of structure, layout, organisation and style in response to the brief.	• Coherent visual and written communication of development and final response. • Presentation demonstrates competent use of structure, layout, organisation and style in response to the brief.	• Effective visual and written communication of development and final response. • Presentation demonstrates effective use of structure, layout, organisation and style in response to the brief.

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